



DEPARTMENT OF THE ARMY
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

REPLY TO
ATTENTION OF

MADN-CSF

07 March 2011

MEMORANDUM FOR RECORD

SUBJECT: Comprehensive Soldier Fitness Performance and Resilience Enhancement Program (CSF-PREP) Executive Summary

1. MISSION: The mission of the CSF-PREP (formerly Army Center for Enhanced Performance [ACEP]) is to develop the full potential of Warriors, family members and Army Civilians using a systematic process to enhance the mental skills essential to the pursuit of personal strength, professional excellence, and the Warrior Ethos.

2. BACKGROUND: As our Army continues to engage our nation's enemies in an era persistent conflict, our national and Army leadership has recognized the human dimension as a decisive element and the key to success on the modern battlefield. This recognition has created the inherent need for developing a comprehensive fitness approach for the war fighter, Army civilians, and family members through evidence based education and training. The comprehensive fitness concept includes all components of the human dimension and the mental and emotional pillars in the foundation of the Warrior Ethos. Within the mental and emotional domains, psychological fitness is defined as the integration and optimization of mental, emotional, and behavioral abilities and capacities to optimize performance and strengthen resilience (*Military Medicine*, AUG 10). This new emphasis on developing psychological fitness is designed to complement and enhance our Army's well recognized physical fitness and technical and tactical prowess. This relationship is evident in the intangible leader attributes required for the high performing Warrior as described in Army doctrine, to include FM 3-0, *Full Spectrum Operations*, FM 6-22, *Army Leadership*, the *Army Leader Development Strategy* (ALDS, NOV 2009) and throughout the professional education system.



Figure 1—CSF-PREP training and education is designed to help Warrior take their performances to the "next level" by deliberately developing the intangible attributes of leadership.

A. The traditional approach to building mental and emotional strength emphasizes tough and realistic physical, technical, and tactical training only, with the implicit expectation that mental and emotional strength will emerge as a valued byproduct. CSF-PREP has developed a complementary training and education approach that is designed to explicitly teach specific mental and emotional skills that underlie optimal human performance excellence. In accordance with this approach, CSF-PREP provides a

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systematic way to build mental and emotional strength using scientifically tested, evaluated, and validated education methods from the fields of sport and performance psychology. As a mental strength program, CSF-PREP fills a recognized gap in the Army's doctrine and training that directly addresses the "how" in specifically developing the psychological attributes of the human dimension deemed critical to success on the battlefield and throughout life (see Figure 1). CSF-PREP education seeks to provide Warriors, family members, and DA Civilians the skills to be self-regulating, instinctive, adaptive, and mentally agile under intense pressure, while contributing to personal hardiness and resilience. Simply stated, the CSF-PREP teaches "the art and science of being at your best when it matters the most."

3. HISTORY: The Center for Enhanced Performance (CEP) was established in 1993 at the United States Military Academy (USMA) at West Point, NY by merging the Performance Enhancement Center, created in 1989, and the Reading and Study Skills program, created in the 1940s. The CEP focused on developing Cadets to achieve excellence in the classroom, on the athletic field, and in military training by combining the principles of sport and performance psychology with academic performance strategies. Subsequently, graduates who assumed leadership positions within the Army began reaching back to request CEP training for their current units. Between 1999 and 2004, the CEP responded by sending out Mobile Training Teams (MTT) to meet the demand in the field. An immediate increase in the demand proved this strategy to be effective, but quickly outstripped the available resources at USMA and thus became unsustainable.

A. In 2004, GEN Peter Schoomaker, then Chief of Staff of the Army (CSA), recognizing the demand and need for mental skills education, directed the CEP to develop an Army-wide program capable of meeting the evident training gap within the Army. In 2007, the current CSA, GEN Casey leveraged the CSF-PREP as a vital component of the Comprehensive Soldier Fitness (CSF) program with a clear command emphasis on psychological fitness having equal importance as physical fitness across the Army.

B. In 2006, the first CSF-PREP site opened at Ft. Bragg, NC. As CSF-PREP made a positive impact with potential to do more across the Army, eight additional sites were established at Ft. Jackson, SC, Walter Reed Army Medical Center, Washington, D.C., Joint Base Lewis-McChord, WA, Ft. Sam Houston, TX, Ft. Gordon, GA, Ft. Hood, TX, Ft. Bliss, TX. The ACEP headquarters and site is located at West Point, NY. In 2010, CSF-PREP established an 11th site at Redstone Arsenal, AL at the U.S. Army Explosive Ordnance Disposal (EOD) School.



Figure 2—Map of CSF-PREP sites in CONUS.

The eleven sites support a wide variety of installations, commands, and organizations.

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4. MISSION ESSENTIAL TASKS: CSF-PREP's mission essential tasks are a) Training and education based on the Performance Enhancement Model, b) the Learning Enhancement Program (LEP), c) Team Building, and d) Resilience Training, e) Program evaluation and program specific research . The LEP addresses student and teacher performance strategies based on the Academic Excellence Program (AEP) from West Point's CEP. While still in the research and development phase, the LEP is currently piloted at three sites (see section 4-C) Resilience Training is currently being conducted by CSF-PREP personnel in direct support of CSF Master Resilience Trainer Course (MRT-C) (See section 5-B, 9).

A. The CSF-PREP Performance Enhancement Model is based on more than 40 years of documented scientific research and recognized best practices in the field of sport and performance psychology. The tenets underlying excellence in human performance are applicable to all professional occupations. The mental and emotional skills required to excel on the athletic field are equivalent to the skills underlying excellence on the battlefield, in the classroom, in other professions, and at home. Given this understanding of human performance, CSF-PREP tailors the delivery of the program to meet the needs of a wide spectrum of Army organizations and populations. The CSF-PREP Performance Enhancement Model consists of an overview of the foundations of mental skills, and five interrelated key mental and emotional skills.



Figure 3— The CSF-PREP skills of Building Confidence, Goal Setting, Attention Control, Energy Management and Integrating Imagery help give Warriors the tools to achieve Mental Strength

The knowledge and interrelated skills taught in CSF-PREP work together to provide Warriors, DA civilians, and family members the tools to further achieve the mental strength necessary to reach their potential throughout their entire lives. Mental strength for life is defined as the ability to use a specific set of mental skills to consistently perform at one's upper level of potential throughout one's personal and professional life, especially in a variety of volatile, uncertain, complex, and ambiguous situations (VUCA).

1. Mental Skills Foundations: Mental Skills Foundations is the base upon which the five mental skills are built. This lesson involves qualifying and quantify individual and/or unit performance excellence, understanding the nature of high performance, the interrelationship between the training and trusting mindset, and identifying the unique relationship between thoughts, emotions, physiological states, and performance (Csikszentmihalyi, 1997; Ellis, 1996; Maslow, 1962; Meyers, 1996; Rotella, 1995). The thought process can be systematically developed and practiced to develop a powerful dominant response under extreme pressure.

2. Building Confidence: Confidence is cited as a critical leader attribute and mentioned over 60 times in FM 6-22. To achieve the highest possible level of performance, an individual must first understand the mental strategies for building, sustaining, and protecting confidence. CSF-PREP works towards educating individuals in understanding how confidence is a result of how one thinks, what one focuses on and how one reacts to the events in life (Bandura, 1977; Seligman, 2006). A confident individual is mentally agile and makes better decisions; thinking in deliberate and effective ways to create energy, optimism, and enthusiasm in the face of adversity and pressure (Burton & Weiss, 2008; Zinsser,

Bunker, & Williams, 2010).

3. Goal Setting: Goal setting is the most effective performance enhancing skill that when applied consistently, can assist individuals and units by providing purpose, direction, motivation and the commitment necessary to accomplish personal and professional objectives. The CSF-PREP goal setting process begins by defining the core values that are critical to determining purpose and direction in one's life. These core values lay the foundation that Warriors, family members, or DA Civilians can use to establish goals that are personally and professionally meaningful and, thereby, develop the tangible steps used to create a well-documented path to success. This goes well beyond the traditional list-making, becoming instead a personal action plan and involving a great level of commitment from the individual. Once a goal has been set in place, the individual goes through the process of creating priorities, actions, and belief statements. An individual's attitudes, beliefs, and behaviors are crucial in the accomplishment of priorities that contribute directly to the overarching goals. Goal Setting assists individuals in pursuing and achieving excellence and promotes a culture that moves well beyond norms and minimum standards (Burton & Naylor, 2002; Locke & Latham, 1990).

4. Attention Control: Like many skills, attention control is a natural ability that can be improved with quality practice (Boucher, 2007). The CSF-PREP model provides individuals with a greater understanding of how attention works, and provides practical techniques for controlling attention in order to achieve greater focus and concentration and learning to be present in the moment. The intent of this process is to leverage the skills necessary for identifying what is relevant and bringing a greater awareness to the most important task worthy of our attention at any given time (Nideffer, 1989). Improving attention control also plays a key factor in practicing appropriate and rapid shifting of attention (mental agility) as well as learning techniques for refocusing after losing concentration (Ravizza & Hanson, 1995; Schmid & Peper, 1993).

5. Energy Management: Both positive and negative experiences can elicit stress responses that require an individual to deliberately and diligently manage mental, physical, and emotional states. In this competency, individuals are taught the practical skills used to build, sustain, and restore high levels of personal energy while minimizing the negative effects of stress (Benson, 1975). Individuals will then be able to self-regulate their psycho-physiological responses under pressure by learning to effectively process experiences, thoughts, and emotions, which are critical to developing the leader attribute of composure. (Bois et al., 2009; Hanton & Jones, 1999; Nicholls et al., 2005; Nicholls et al., 2005). The use of bio-feedback technology, knowledge about the science of sleep, and relaxation techniques is also used to demonstrate self-regulation between mind and body.

6. Integrating Imagery: Envisioning successful outcomes through detailed mental rehearsals enhances thinking skills and increases confidence and effectiveness. In this competency, individuals learn to use all of their senses to either create or recreate a powerful, vivid experience in their mind (Vealey & Greenleaf, 2006). The utilization of practical imagery techniques can improve all aspects of performance including training, preparing, performing, recovering, and healing. The development and utilization of advanced imagery scripts allows one to envision success and can enhance confidence in one's preparation and presence (Martin, Moritz, & Hall, 1999). *(Deliberate and meaningful imagery is the "how to" for mental preparation and properly calibrates the mind for success).*

Throughout the instruction of the Performance Enhancement Model, the integrative and mutually supporting nature of the mental skills are consistently reinforced by CSF-PREP instructors. Just as in building physical strength, quality repetition of multiple mental skills with frequency, intensity, and time may have a significant effect on overall mental strength. Over time, these skills have the propensity to then become instinctual habits that deliberately foster the intangible attributes of high performing Warriors who are adaptive, mentally agile and exude confidence despite setbacks, concentration amidst distractions, and composure in the most extreme conditions.

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B. Team Building: The team building process assists units and groups to further develop and maintain cohesion and create an atmosphere that capitalizes on each member's unique talents and abilities (Tuckman, 1965; Carron, 200; Yukelson, 1997). By total participation in this process, team members produce a unifying team creed that identifies the most important attributes of the collective team, and identifies the underlying actions and beliefs of those attributes so each member of the team has a clear understanding of the expectations and what the team values. The team creed is developed by the entire team, which thereby enhances personal ownership and commitment to greater team values. Team building can be delivered as a stand-alone workshop or integrated as a capstone exercises to unit/group performance enhancement education and training.

C. Learning Enhancement Program (LEP): The LEP continues as a developmental pilot branch of CSF-PREP to increase Warriors' academic excellence and reduce attrition at academically rigorous Army schools. Integrating scientifically-based research and best practices in study skills instruction with an integration of performance psychology skills, the LEP develops self-regulated learners through offerings in these key areas: planning and prioritizing, academic study regimens, memory strategies, active

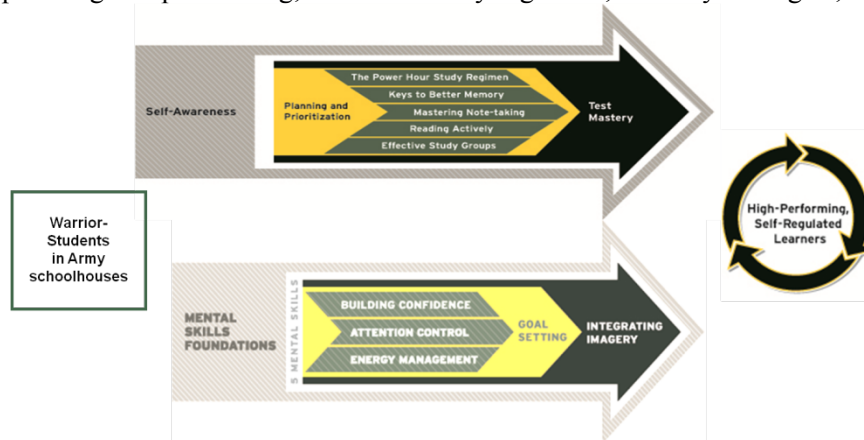


Figure 4— The CSF-PREP's LEP model

reading and note-taking strategies, effective peer studying, and test mastery. All LEP instruction includes practical self-awareness activities and strategies to monitor and evaluate progress towards meeting academically-focused goals. The LEP is currently integrated at the Ft. Bragg United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) Language and Culture School, the Ft. Sam Houston (TX) Army Medical Center and School, and the U.S. Army Explosive Ordnance Disposal (EOD) School (Phase I) at Redstone Arsenal, AL.

D. Delivery Philosophy and Methodology: CSF-PREP delivers mental skills education and training based on four overlapping phases: assessment, education, acquisition, and application, (see figure 5). In keeping with the program's ability to tailor education and training to meet the needs of specific populations, this process begins with a vital initial "intake" session. On the organizational level, an intake consists of a detailed coordination meeting between CSF-PREP trainers and unit leaders or representatives. During an initial meeting, both parties determine the desired outcomes and objectives of the mental skills training and education based on the specific performance contexts being affected such as individual, collective and mission related tasks. These desired outcomes and objectives then allow CSF-PREP personnel to determine and advise unit leaders on the necessary time, interval, and resources required in order to provide the best possible quantity and quality of training for the organization or unit.

Once these parameters are established, the education phase of the CSF-PREP delivery

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methodology provides the fundamental understanding of all of the mental skills, how they are interrelated, and why they are important to developing mental and emotional abilities. On the basic level, this phase can include 8-12 hours of group/unit instruction on how to develop a personal or unit philosophy of performance excellence and the fundamental theories, concepts, and tools within the Performance Enhancement Model. Depending on the performance contexts and size of the audience, the acquisition phase can involve an additional 8-12 hours of group workshops and individualized work, and provides the opportunity to practice the skills, develop a working knowledge, and demonstrate basic proficiency. The education and acquisition phases are usually conducted together and include workbooks, practical exercises, and small group discussion. The application and assessment phases consist of individuals or units using the mental skills they have recently acquired in a personal or professional context based on specific tasks and purpose within the scope of the Soldier or unit mission. The assessment phase is a multi-faceted assessment of the effects of the mental skills training on unit performance based on leader observations, user feedback, and other objective or subjective performance measures. A thorough After Action Reviews (AAR) with users and leaders during this assessment phase also determines the lessons learned that can then serve as a catalyst for gaining a depth of knowledge, further acquisition of skills in other areas, and mastery of how to best apply mental skills. As a continuous approach, CSF-PREP instructors then provide follow-up support to units in order to facilitate the further education, acquisition and application of mental skills designed to further enhance mission success.

CSF-PREP also offers one-on-one “mastery” training on a very limited basis for individuals desiring additional personal and professional assistance. All individual mastery is scheduled by appointment only at the request of the user, which further contributes to CSF-PREP’s non-stigmatized approach to personal and professional development.

CSF-PREP advocates a systematic approach to the education and training phases so that participants gain a deeper understanding and immersion by using the intake, crawl, walk, run, and assess methodology. This approach allows Warriors, family members, and DA Civilians to internalize the training material, allowing the information to be personalized and transferable to other aspects or activities throughout everyday life in garrison, combat, and/or home environment. The CSF-PREP training philosophy should not be viewed as “quick fix.” The time and effort required to build psychological fitness should be viewed similarly to the time and effort required to build physical fitness. Individual and units that understand and practice these mental skills on a regular basis gain habitual and increased self-awareness. Applying and practicing mental skills in all aspects of life leads to an improved ability to self-regulate and perform optimally every day, and especially in the most challenging circumstances.

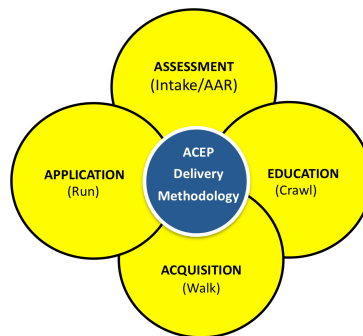


Figure 5— The CSF-PREP delivery philosophy and methodology: a continual process of Assessment, Education, Acquisition, and Application of mental skills training, which fosters lifelong learning.

5. CURRENT SCOPE: Each CSF-PREP site educates, trains, and supports unique populations.

A. CSF-PREP Site Structure: Each location is staffed by a group of experienced professionals

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consisting of a Site Manager, three to ten Performance Enhancement Specialists (PES), and necessary support personnel. All PESs are contracted civilians with a doctoral or master's degree related to the field of performance psychology. CSF-PREP is recognized as the largest employer of sport and performance psychologists in the country. Once hired into CSF-PREP, the PESs attend a rigorous four-week certification program at the CSF-PREP headquarters. Additionally, PESs are either certified or actively pursuing certification by the Association for Applied Sport Psychology (AASP), which is the internationally recognized governing body within the field. The CSF-PREP headquarters continues to leverage the unique intellectual capital available at the USMA, West Point. As a multifaceted institution with a top tier university level education, combined with a premier leader development program, the CSF-PREP headquarters location provides a network with multiple leading institutions in the field and assists in remaining true to the tenets of performance psychology and academic learning strategies.

B. Current Populations: Currently, the main effort of CSF-PREP is direct support to the Army Chief of Staff (CSA) directed CSF program. With eleven sites dispersed throughout the Army, the CSF-PREP also actively supports the respective TRADOC, FORSCOM, USASOC and MEDCOM (to include the WTC) missions for a variety of the following organizations:

1. Comprehensive Soldier Fitness (CSF): CSF-PREP continues to make significant contributions to the mental and emotional domains of the human dimension within the U.S. Army through continued support to the CSF program. The CSF-PREP HQ staff is operationally integrated with the CSF staff and provides subject matter expertise in the form of planning, resource allocation, assessments, and curriculum development. CSF-PREP is accomplishing the top programmatic priority through two primary lines of effort.

a. Master Resilience Trainer Course (MRT-C): CSF-PREP personnel directly support the ten day Master Resiliency Trainer Courses (MRT-C) conducted at the following locations: Victory University (VU) at Ft. Jackson, SC; The University of Pennsylvania (UPenn) in Philadelphia, PA; MTTs for installations across the country and outside the continental U.S. (OCONUS). During the course, MRT certified PES serve in several capacities, to include small group facilitators, known as MRT-Fs, during days one through nine, referred to as the "Preparation" and "Sustainment" phases. CSF-PREP trainers also serve as primary instructors during the day ten "Enhancement" phase of MRT-C, which consists of eight hours of performance enhancement mental skills training and education on the Goal Setting and Energy Management competencies only. The Enhancement component of MRT-C contributes to resilience by providing a systematic and deliberate process that develops mental and emotional strategies that optimize personal and professional excellence. Currently, 34 CSF-PREP instructors are certified as Master Resilience Trainers (MRTs), with 18 of those instructors being certified as MRT-Facilitators. These instructors contributed to 17 MRT-C iterations and over 1,600 total MRT certified Soldiers, Army civilians, and family members. In FY 11 and beyond, CSF-PREP will continue this support to MRT-C at UPenn and VU every month and other future MTTs.

b. "Operationalizing" Resilience: The current focus of the MRT-C is certifying Non Commissioned Officer (NCO) leaders, who will serve as MRTs for their respective units and organizations. As relevant and ready resources at nine respective installations and their tenant organizations, CSF-PREP personnel support MRTs and their command/management teams by assisting in the delivery of both resilience and performance related mental skills training and education.

2. Warriors in Transition (WT) and WTU triad staff: Since September 2008, CSF-PREP has provided education to over 10,000 WTs. CSF-PREP education and training focuses on bridging the gap between the (healing and) rehabilitation processes and the Warrior's transition back into the Army or

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civilian life by providing the knowledge and skills to craft their future and become inspired about their possibilities. CSF-PREP teaches WTs to take ownership and control of their recovery, focus on their abilities versus disabilities, and provides the tools to help enhance their mindset so that they have a sense of purpose and get motivated about their future. CSF-PREP also provides 2.5 days of education on the Performance Enhancement Model in support of a two week short course for the Warrior in Transition (WTU) Resident Course, conducted by the Academy of Health Sciences, Army Medical Department Center and School (AMEDC&S), Fort Sam Houston, TX. This course, offered six to eight times annually, is designed to provide newly assigned WTU triad staff (Nurse Case Managers, Squad Leaders/Platoon Sergeants, and Primary Care Physicians) with the foundational knowledge and mental and emotional skills to perform their mission more effectively, and to also mitigate the effects of compassion fatigue.

3. U.S. Army Special Operations Command (USASOC): USASOC and subordinate units continue to leverage every facet of CSF-PREP in order to enhance the performance of their elite tactical athletes in units with unique missions across the globe. Within the Special Forces (SF) community alone, CSF-PREP Bragg, which is fully funded by USASOC, has provided continuous direct support to the USAJFKSWCS at Fort Bragg, NC. CSF-PREP Bragg has continued support to SF Operational Detachment Alphas (ODAs) in 3rd Special Forces Group (Airborne) (SFG (A)) along with their family members. More recently, CSF-PREP has collaborated with the staff and leadership from 10th SFG (A) at Ft. Carson, CO in order to develop and implement a total fitness concept for every member of the unit to include family members, called the Trojan Warrior Project. Finally, CSF-PREP Bragg instructors have supported language course for 5th SFG (A) at Ft. Campbell, KY. The CSF-PREP education and training provides special operators with the vocabulary and theories required to teach mental skills for thriving in austere and ambiguous environments in an era of persistent conflict.

4. Brigade Combat Teams (BCT): CSF-PREP Hood, Bliss, and JBLM continues to support multiple BCT units' deployment preparation and ongoing mission related training (both individual and collective) in support of operations in the contemporary operating environment (COE). Specific applications include applying mental skills training to a wide set of Warrior tasks and battle drills to include missions in urban operations environment (MOUT), marksmanship, field artillery operations, scout and sniper operations and combat support unit tasks within the BCTs.

5. Drill Sergeant School (DSS): CSF-PREP provides six hours of education to all NCOs attending the U.S. Army Drill Sergeant School at Ft. Jackson (active and reserve component). CSF-PREP PES also assist with eight hours of Resiliency Instruction within the DSS and also take part in the application of Mental Skills in the IET environment. CSF-PREP trainers prepare the Drill Sergeants to be more effective leaders and who are also capable of providing enhanced coaching and mentoring techniques in order to further develop an effective Warrior mindset and improve the overall performance of Initial Military Training (IMT) Soldiers during Basic Combat Training (BCT). CSF-PREP educates and trains approximately 1,800 active duty Drill Sergeants and 400 Reserve Drill Sergeants annually.

6. Family Readiness Groups (FRG): In addition to working with Warriors and units, CSF-PREP has worked closely with Army Community Services (ACS) in order to provide education to FRGs in units preparing for and returning from unit deployment. Family members and FRG leaders who have participated in CSF-PREP education have responded positively and are strong advocates of the value that CSF-PREP can provide for families to cope and thrive in challenging periods of separation.

7. DA Civilians: CSF-PREP is committed to directly supporting the Army civilians who provide critical services in support of Warriors and their family members through various installation level activities. CSF-PREP has provided mental skills training and education workshops and professional

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development sessions to civilian leaders in the TRADOC headquarters at Ft. Monroe, VA. CSF-PREP trainers continue to work closely with Army civilians in Army Family Team Building and various Army Community Service activities across the force.

8. Explosive Ordnance Disposal (EOD) School: In response to EOD School Red Team initiative to increase student persistence, CSF-PREP is integrated into the 89D period of instruction (POI) in October, 2010. Co-located with the EOD School at Redstone Arsenal, AL, three CSF-PREP PES ready EOD soldiers for impending challenges during the rigorous schoolhouse curriculum during Phase I and eventual success during Phase II at Eglin Air Force Base, FL and to ultimately perform at an optimal level as a member of an EOD team. A comprehensive approach to performance enhancement education, the 25 hours of mental skills instruction blends the Performance Enhancement Model with teambuilding and study skills from the Learning Enhancement Program, marking the CSF-PREP's initial endeavor to fully integrate all curricular components for one specific population. The results of CSF-PREPs effects in the EOD school will be released later in FY 2011.

9. Resiliency Campus Concept: The Resiliency Campus was first developed and implemented at Ft. Hood, TX by former III Corps Commander and current Installation Management Commander (IMCOM) LTG Rick Lynch. The resilience campus concept was designed as a single location on the installation with consolidated resources for development across the entire human dimension. Based on this model, Soldiers, family members, and DA civilians can utilize a variety of facilities and personnel with the specific purpose of providing information, advice, coaching and mentorship for continued physical, mental, and spiritual fitness. In recognizing CSF-PREP's unique contributions to III Corps and Ft. Hood, along with the potential for expanded capabilities in psychological fitness, LTG Lynch added the CSF-PREP site to the resilience campus. The CSF-PREP is currently partnered with a broad spectrum of agencies at the Hood Resilience Campus to include the offices of Military Family Life Counselors, ACS financial counselors, Warrior Adventure Quest, and physical fitness and wellness centers. Senior Leadership at III Corps, and the Campus Commander, describe the role of CSF-PREP as, "not only providing the critical mental pillar that supports a comprehensive view of Soldier fitness but as the primary program that connects to all of the campus resources." Army leadership is currently considering replicating the Resiliency Campus model at installations across the Army, which could include CSF-PREP sites at the centerpiece.

10. Other: CSF-PREP is integrated into several Army schools and certifications at Ft. Sam Houston, TX, Army Medical Center and School and WRAMC to include the Management of Combat Stress Casualties Course (MCSCC), Head Nurse Leader Development Course, the 68WM6 Licensed Practical Nurse Phase I and II Courses, and the Non Commissioned Officer Academy Students Senior Leader Course. In addition, I Corps has directed that all newly assigned officers assigned to JBLM, WA, receive a CSF-PREP orientation brief. This orientation brief has proven to be an invaluable means of communicating CSF-PREP services as a relevant and responsive resource for Command teams.

6. RESEARCH:

A. Research Team: CSF-PREP headquarters retains a research arm to assess the efficacy of the program, participant satisfaction, and to develop evidenced-based future program capabilities. The CSF-PREP research staff consists of seven personnel who are currently overseeing six different studies. The CSF-PREP research team further collaborates with Walter Reed Army Institute of Research (WRAIR), as well as other distinguished universities to further the science of performance psychology.

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B. Key Research Initiatives: Two of the CSF-PREP's ongoing studies are higher profile due to their designs, scales, and funding streams. In FY09 the CSF-PREP and WRAIR were actively engaged in the intervention and data collection phases of the Mental Fitness Study, a ground-breaking study commissioned by the Army G3/5/7 to demonstrate the efficacy of CSF-PREP in the Initial Entry Training environment. Preliminary results have been disseminated to the G3/5/7 as well as the research community; data analysis is ongoing and a technical report summarizing all data collected is expected by Research Triangle Institute (RTI).

The Combat Life Saver (CLS) Study at Fort Hood, TX is the CSF-PREP's newest large-scale research initiative and highlights collaboration with the Office of the Assistant Secretary of Defense for Psychological Health and Emory University. With over 30,000 Soldier participants, the CLS Study is designed to evaluate the efficacy of CSF-PREP in a simulated medical performance environment.

C. Program Evaluation: In 2009, CSF-PREP developed a set of organizational metrics to monitor the reach of CSF-PREP with actual data about the number of individuals receiving CSF-PREP education and the type of education and training support provided. These metrics clearly identify the populations being served and the type(s) of education and/or support they receive, and also include the number of individuals receiving education/support and the amount of education/support provided. Over 32,000 individuals received education/training from the CSF-PREP in 2009; 1,400 of those were individuals receiving one-on-one mastery. In FY2010, 45,325 individuals received education/training from the CSF-PREP, and 2,026 of those pursued one-on-one mastery.

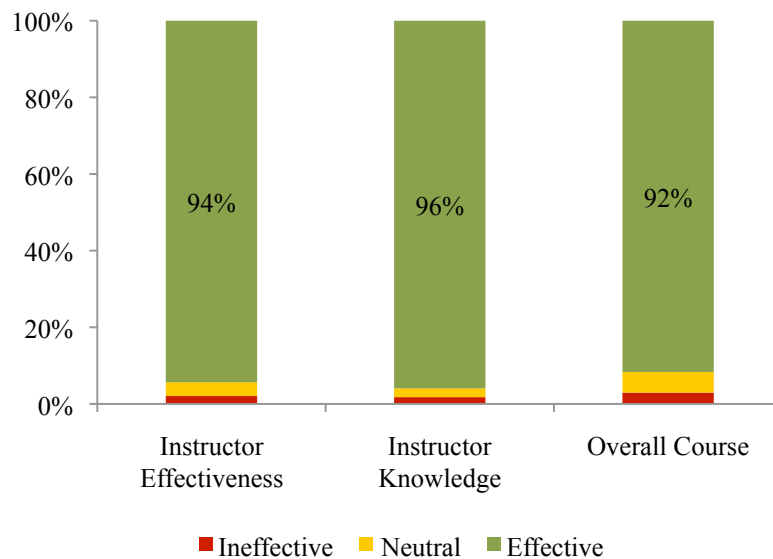


Figure 6—FY10 Program Evaluation measures of effectiveness

A critical task during FY11 is to automate and streamline the metrics process to more accurately account for the program's throughput at the individual, as opposed to group, level. This process is already underway, with testing of an online metrics data entry system ongoing at one location; it is expected that this system will be implemented for testing at two additional sites within the first half of FY11. The CSF-PREP also produces storyboards and Performance Enhancement Case Summaries (PECS) for local staff to

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document best practices and lessons learned about innovative approaches to outreach, instruction, and field training. These products are also used for strategic communications with senior Army leaders and decision makers. A total of 36 PECS have been approved for internal distribution; approximately 15 more are under review. As a means of tracking and reporting the quantity of CSF-PREP training and education by population, CSF-PREP is currently collaborating with the Combined Armed Center (CAC) and CSF to integrate performance enhancement and resilience training into the Defense Training Management System (DTMS). These modules will be available to DTMS users in 2011.

7. WAY AHEAD: The CSF-PREP is a cutting-edge program that continues to make a significant contribution to raising the Army's level of mental fitness with a focus on enhancing performance and contributing to resiliency across various populations within the Army. This EXSUM highlights the significant traction and progress the CSF-PREP has made since beginning as a small CSA-directed pilot in 2006. In 2008, the CSF-PREP was successfully evaluated in an Army G3 directed audit led by TRADOC and WRAIR representatives. In 2009, CSF-PREP successfully demonstrated scientific efficacy in a groundbreaking, large-scale randomized trial known as the Mental Fitness Study. Building upon the successes in 2010 to include direct support to CSF's MRTC, CSF-PREP will continued to focus on improving upon an already high quality program with world class instructors and top notch educational material. The organization also continues to benefit from extensive advocacy, from Corps level commanders down to the Soldier level. CSF-PREP's demonstrated advocacy is further reinforced by FY11 funding commitments from USASOC, the EOD School within TRADOC, and the WTC. The continued success of CSF-PREP is grounded in a demanding strategy that requires continual research into evidenced-based program, a delivery model that is tailored and resonates with Soldier populations (captured through multiple forms of qualitative documentation), and an organization that remains a responsive and relevant resource to commanders and their personnel. Helping and supporting Soldiers, DA Civilians, and family members to be at their best when it matters most will remain the cornerstone CSF-PREP.

8. REQUESTS FOR SUPPORT: Units and organizations that are interested in CSF-PREP support and are co-located at installations with CSF-PREP sites should contact the site managers listed below. For those units and organizations interested in CSF-PREP support, but are located at installations without an CSF-PREP site, please fill out an request form found on the CSF-PREP website and send to the CSF-PREP Headquarters site at West Point, NY (care of the Operations Officer). Please note that units and organizations need to submit requests no later than 45 days prior to the requested date. Units are responsible for funding and resourcing all travel related expenses, student materials, and additional resources that are required for MTTs.

9. POINTS OF CONTACT:CSF-PREP Headquarters, West Point, NY:

Director – LTC Greg Burbelo, (845) 938-0706, gregory.burbelo@usma.edu

XO-MAJ Andrew Lennox, (845) 938-0705, andrew.lennox@usma.edu

Operations - MAJ Andy Riise, (845) 938-7815, andy.riise@usma.edu

Program Evaluation – Dr. Coreen Harada (845) 938-0703, coreen.harada@us.army.mil

CSF-PREP Sites:

Fort Bliss – LTC (Ret) Sean Lewis, 915-568-1296, sean.lewis@us.army.mil.

Fort Bragg – Ms. Maureen Short, 910-396-0727, maureen.short@us.army.mil.

Fort Gordon – Mr. Robert Boham, 706-791-1232, rob.boham@us.army.mil.

Fort Hood – CW5 (Ret) Richard Cameron, 254-288-4372, richard.cameron@us.army.mil.

Fort Jackson – Mr. Ryan McCausland, 803-751-0856, ryan.mccausland@jackson.army.mil.

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Fort Knox – LTC (Ret) Michael Mullins, 502-387-8167, michael.c.mullins1@us.army.mil.

JBML – COL (Ret) William Howard III, 253-968-7650, williamj.howard@us.army.mil.

Fort Sam Houston – COL (Ret) Robin Tefft, PhD, 210-295-0025, robin.tefft@us.army.mil.

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